Correspondence of WIDA English Language Development Standards and the Common Core State Standards for English Language Arts

Introduction

What these documents are:

- These documents show correspondences between the WIDA (World-Class Instructional Design and Assessment) English Language Development Standards and the Common Core State Standards in English language arts.

- WIDA is a consortium of 30 states (including New Hampshire) and the District of Columbia that have all adopted the same English language development standards and assessments.

Format of the documents:

- The WIDA English Language Development Standards for English language arts consist of Model Performance Indicators (MPIs) at each of five different levels of language proficiency.

- Each MPI suggests a task that students at a particular level of language proficiency should be able to do to show achievement of a particular subject area standard.

- These documents consist of five WIDA-style MPIs (one for each of the five language proficiency levels) that correspond to selected Common Core State Standards.

- The model performance indicators were written by groups of New Hampshire ESOL and mainstream teachers through a federal Title III Professional Development grant to UNH Manchester.

Suggestions for using the documents:

- Mainstream teachers can use these documents to help understand what can be expected from ESOL students at various levels of language proficiency, and to guide the assessment of students' progress toward meeting Common Core State Standards in English language arts.

- ESOL teachers can use the alignments to help understand what ESOL students are expected to know in English language arts, and to guide the assessment of their progress toward meeting ELA Common Core State Standards.

- The documents are not curricula or programs of study; they are tools to be used in designing on-going classroom assessment of ESOL students.

- The MPIs are models that should be adapted as needed to meet individual teachers' and students' needs.

- Because the MPIs are geared to different levels of English language proficiency, it is essential to know students' proficiency levels (that information should be available in students' records or from their ESOL teacher).

- It is assumed that the knowledge and skills required to complete the tasks given in these MPIs have been previously taught, using teaching strategies appropriate for ESOL students.

- If WIDA MPIs are not included for a particular standard, or for a particular grade level, you can adapt related MPIs, or create new ones following the same model.

- Leveled texts are essential for teaching and assessing ESOL students' progress in English language arts, especially at lower proficiency levels. Leveling for language proficiency is not the same as leveling for reading ability, so mainstream language arts teachers should contact an ESOL teacher for help in procuring appropriate texts.

Grade 10 Model Performance Indicators that Correspond to the Common Core State Standards for Writing

Text Types and Purposes

CC.9-10.W.1   ***Text Types and Purposes: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.***

(See MPIs for each specific standard below.)

CC.9-10.W.1a   ***Text Types and Purposes: Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.***

Level 1 Entering	Match pictures illustrating possible claims with simple sentences that support them; then place the sentences in order, with a partner.
Level 2 Beginning	Sort given sentence strips into two groups depending upon the claim they support; then select the topic sentence for each group from a list of topic sentences, and re-write the sentence strips into two short paragraphs, with a partner.
Level 3 Developing	Read a short text and identify the different claims presented; then select an appropriate topic sentence to introduce the contrasting claims, from a sentence bank.
Level 4 Expanding	Examine a short text for differing claims; then separate the claims and write a topic sentence and transition sentence to introduce opposing views; build the sentences into a compare/contrast paragraph, in a small group.
Level 5 Bridging	Examine a short text for differing claims; then separate the claims and write a topic sentence and transition sentence to introduce opposing views; build the sentences into a compare/contrast paragraph, using evidence from the text to substantiate the different claims.

CC.9-10.W.1b *Text Types and Purposes: Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.*

Level 1 Entering	Group picture cards into threes to show a claim, the arguments for the claim, and the arguments against the claim; then support the arguments with short phrases from a phrase bank, with a partner.
Level 2 Beginning	Divide pictures from a short, visually supported leveled text into two columns to show different claims; discuss with a partner a point for and a point against each claim.
Level 3 Developing	Identify two different claims from a short leveled text, with a partner; then use sentence strips to provide arguments for and against each claim; write a compare/contrast paragraph for each claim, in a small group.
Level 4 Expanding	Identify a claim and counterclaim from a short leveled text, and list them on a T-chart; then write a paragraph to explain the claim and counterclaim, using specific vocabulary to identify strengths and limitations.
Level 5 Bridging	Identify a claim and counterclaim from a grade-level text, and list them on a T-chart; then write a paragraph to explain the claim and counterclaim using specific vocabulary to identify strengths and limitations.

CC.9-10.W.1c *Text Types and Purposes: Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.*

Level 1 Entering	Identify the beginning, middle and end of a text; then sequence simple sentence strips to retell the text, with a partner.
Level 2 Beginning	Write stories using three picture story strips, sentence banks, and transition words. Use *and, but, because* to show addition, contrast, or explanation.
Level 3 Developing	Select sentence strips (from a sentence strip bank) that identify claims, reasons, evidence, and counterclaims from a given text, in a small group; then add transition word cards to clarify meanings and to identify the relationships given in the text (e.g., to show claim/reason, claim/counterclaim, etc.).
Level 4	Identify one example from a given text of a claim and a reason, one example of a

Expanding	reason and evidence, and one example or a claim and a counterclaim; identify the transition words or phrases that signal these relationships; then write original sentences using the given words and phrases.
Level 5 Bridging	Write a cohesive report about a given incident (e.g., differing opinions of why the Titanic sank), clearly showing the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.

CC.9-10.W.1d   *Text Types and Purposes: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.*

(No WIDA MPIs developed.)

CC.9-10.W.1e   *Text Types and Purposes: Provide a concluding statement or section that follows from and supports the argument presented.*

(No WIDA MPIs developed.)

CC.9-10.W.2   *Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.*

(See MPIs for each specific standard below.)

CC.9-10.W.2a   *Text Types and Purposes: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.*

(These MPIs focus on introducing a topic and organizing information. Use similar MPIs to assess including formatting, graphics, and multimedia.)

Level 1 Entering	Make a poster introducing the topic from a leveled informational text that has been read aloud; include pictures or other representations of the ideas, concepts, and information.
Level 2 Emerging	Write a simple sentence, with a partner, to introduce a topic; then list information known about the topic and discuss the list with the partner (using the native language as needed and possible), to identify ways in which the information could be organized.
Level 3 Developing	Restate a question or prompt as the topic sentence of a paragraph; then complete a graphic organizer showing how the ideas, concepts, and information that support this topic sentence could be organized.
Level 4 Expanding	Write a paragraph with a topic sentence; then use a completed graphic organizer to organize the ideas, concepts, and information, with a partner.
Level 5 Bridging	Introduce the topic of an informative or explanatory text; then organize the information, ideas, and concepts, using an appropriate strategy.

CC.9-10.W.2b   *Text Types and Purposes: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.*

Level 1 Entering	Make a poster showing information from a leveled text that has been read aloud, with a partner; label the most important pieces of information on the poster, using a word bank.
Level 2 Beginning	Make a poster, with a partner, developing the topic of a leveled informational text that has been read aloud and discussed; include facts, definitions, and examples.
Level 3 Developing	Complete a graphic organizer about a given topic, in a small group; use extended definitions, concrete details, quotations, or other information to provide facts and details.
Level 4 Expanding	Write a paragraph that develops a given topic, using a graphic organizer showing facts, definitions, details, quotations, examples, and other appropriate information.
Level 5 Bridging	Write an essay developing a given topic, including facts, definitions, details, and quotations as appropriate.

CC.9-10.W.2c   *Text Types and Purposes: Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.*

Level 1 Entering	Connect separate pictures orally, using simple conjunctions (e.g., *A book and a pencil).*
Level 2 Beginning	Describe events from sequenced pictures, using simple sentences with transitional words and phrases, with a partner (e.g., *The boy is first; then the girl).*
Level 3 Developing	Discuss a specific connection in a text with a small group; then summarize the discussion in writing, using a list of transition words and phrases for relationships such as cause/effect, sequence, compare/contrast.
Level 4 Expanding	Write two paragraphs including transition vocabulary; then peer-edit the writing with a partner.
Level 5 Bridging	Integrate information from a text and a classroom discussion into a short essay, using transition vocabulary.

CC.9-10.W.2d   *Text Types and Purposes: Use precise language and domain-specific vocabulary to manage the complexity of the topic.*

(These MPIs focus on domain-specific vocabulary; use similar MPIs to assess use of precise language.)

Level 1 Entering	Label an illustration by choosing the most precise domain-specific vocabulary from a word bank, with a partner.
Level 2 Beginning	Complete a cloze paragraph using domain-specific vocabulary from a word bank.
Level 3 Developing	Select domain-specific vocabulary from a word/phrase bank related to a given topic; then use the words in a paragraph, with a partner.
Level 4 Expanding	Write a draft of an essay on a given topic; then edit it with a partner to provide more precise language and domain-specific vocabulary.
Level 5 Bridging	Use precise language and domain-specific vocabulary when writing about specific topics.

CC.9-10.W.2e   *Text Types and Purposes: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.*

(No WIDA MPIs developed.)

CC.9-10.W.2f   *Text Types and Purposes: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).*

Level 1 Entering	Identify the best words and phrases to conclude a leveled informational text that has been read aloud, using a teacher-generated list of these words and phrases.
Level 2 Emerging	Identify the best sentences to conclude a leveled informational text that has been read aloud, using a teacher-generated list of sentences, in a small group; then discuss why this sentence is the best conclusion.
Level 3 Developing	Complete a graphic organizer with ideas in response to a leveled text that has been read aloud; then write sentences using the information from the organizer, and a concluding statement.
Level 4 Expanding	Write a paragraph and an appropriate concluding statement that support the information presented in the paragraph, using a graphic organizer.
Level 5 Bridging	Write an essay with a concluding paragraph that summarizes, follows from, and supports the information in the rest of the essay.

CC.9-10.W.3   *Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.*

(See MPIs for each specific standard below.)

CC.9-10.W.3a   *Text Types and Purposes: Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.*

(These MPIs focus on establishing context and point of view and introducing characters.)

Level 1 Entering	Match pictures of characters with pictures of settings that would be appropriate for those characters.
Level 2 Emerging	Narrate orally the introduction to a story, clearly identifying who is telling the story and who the characters are.
Level 3 Developing	Recount, orally with a partner, a personal story of conflict and resolution, including introducing the conflict, establishing a point of view, and introducing the narrator or characters; then write the story individually.
Level 4 Expanding	Write a short passage that sets out a problem, establishes a point of view, and introduces the narrator and/or characters, using a graphic organizer.
Level 5	Create a written narrative that sets out a problem, establishes a point of view, and

| Bridging | introduces the narrator and/or characters. |

(These MPIs focus on organization of events.)

Level 1 Entering	Sort pictures of a story in an appropriate order, with a partner; then discuss the story (in the native language if possible) to make sure the progression of events is smooth.
Level 2 Emerging	Sort pictures of a story in an appropriate order; then write short simple sentences to narrate the story in a smooth progression of events.
Level 3 Developing	Write a short paragraph that has a smooth progression of events, using a completed graphic organizer or a series of pictures given by the teacher.
Level 4 Expanding	Complete a graphic organizer to create a smooth progression of events in a narrative; then use the graphic organizer to write a short paragraph.
Level 5 Bridging	Organize and create a clear and coherent story line with a smooth progression of events in an extended written narrative.

CC.9-10.W.3b *Text Types and Purposes: Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.*

(These MPIs focus on dialogue and description; use similar MPIs to assess pacing.)

Level 1 Entering	Create simple oral descriptions, with a partner, of two characters in a comic strip with blank speech bubbles, using a word bank (the comic strip may be provided by the teacher or drawn by the students); then create a simple dialogue between the characters and act it out.
Level 2 Beginning	Write simple descriptions of two characters in a comic strip with blank speech bubbles (provided by the teacher or drawn by the students), with a partner; then create a simple dialogue between the characters and write it in the speech bubbles.
Level 3 Developing	Write a retelling of a family story or narrative; then edit the story to incorporate dialogue and descriptions of the characters.
Level 4 Expanding	Write an original scene of a climatic event from a story, including dialogue and descriptions of the characters, in a small group, with a partner.
Level 5 Bridging	Write a short story that uses character dialogue and description to advance the plot, working with a partner to check the flow of the dialogue.

CC.9-10.W.3c *Text Types and Purposes: Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.*

Level 1 Entering	Sequence pictures using key transitional words (e.g., *before, after, first, second, then, next,* and *last).*
Level 2 Beginning	Identify transitional devices that convey sequence and signal time shifts (e.g., transitional words, ellipses, white spaces, flashbacks), in a small group and facilitated by teacher modeling.
Level 3 Developing	Discuss in a small group a story provided by the teacher, to ensure that a variety of techniques (e.g., transitional devices or flashbacks) are used so events build on one another to create a coherent whole.
Level 4 Expanding	Peer-edit a previously written story to ensure that events build on one another to create a coherent whole, using a variety of techniques, with a partner.
Level 5 Bridging	Self-edit a previously written story to ensure that events build on one another to create a coherent whole, using a variety of techniques.

CC.9-10.W.3d *Text Types and Purposes: Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.*

Level 1 Entering	Label pictures with precise words and phases, telling details, and sensory language from a word bank.
Level 2 Beginning	Write short sentences to describe illustrations on a storyboard, choosing from a word/phrase bank the most appropriate precise words and phases, telling details, and sensory language.
Level 3 Developing	Edit a narrative provided by the teacher to include more precise words and phrases, telling details, and sensory language, in a small group.
Level 4 Expanding	Draft a narrative that includes precise words and phrases, telling details, and sensory language, using picture dictionaries and bilingual dictionaries.
Level 5 Bridging	Plan and write an advanced storyline that includes precise words and phrases, telling details, and sensory language to convey a vivid picture of the narrative, with the aid of graphic organizers, dictionaries, and peer support.

CC.9-10.W.3e *Text Types and Purposes: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.*

Level 1 Entering	Sequence a series of pictures that tell a story without a conclusion; then discuss the story with a partner (in the native language if possible), and draw a picture showing a possible conclusion.
Level 2 Emerging	Brainstorm, with a partner, possible conclusions to a leveled narrative without a conclusion, that has been read aloud.
Level 3 Developing	Discuss in a small group the conclusion to a narrative without a conclusion that has been read aloud by the teacher; then individually write a conclusion to the narrative.
Level 4 Expanding	Write a conclusion to a story (teacher-, peer-, or self-generated) that resolves the conflict and reflects on the narrated experiences or events in the story, with a partner.
Level 5 Bridging	Write a conclusion to a story (teacher-, peer-, or self-generated) that resolves the conflict and reflects on the narrated experiences or events in the story, individually.

Production and Distribution of Writing

CC.9-10.W.4 *Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)*

(No WIDA MPIs developed.)

CC.9-10.W.5 *Production and Distribution of Writing: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or*

trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

(No WIDA MPIs developed.)

CC.9-10.W.6   *Production and Distribution of Writing: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.*

(No WIDA MPIs developed.)

Research to Build and Present Knowledge

CC.9-10.W.7   *Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.*

(No WIDA MPIs developed.)

CC.9-10.W.8   *Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.*

(No WIDA MPIs developed.)

CC.9-10.W.9   *Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.*

(No WIDA MPIs developed.)

CC.9-10.W.9a   ***Research to Build and Present Knowledge: Apply grades 9–10
Reading standards to literature (e.g., "Analyze how an author
draws on and transforms source material in a specific work [e.g.,
how Shakespeare treats a theme or topic from Ovid or the Bible
or how a later author draws on a play by Shakespeare]").***

(No WIDA MPIs developed.)

CC.9-10.W.9b   ***Research to Build and Present Knowledge: Apply grades 9–10
Reading standards to literary nonfiction (e.g., "Delineate and
evaluate the argument and specific claims in a text, assessing
whether the reasoning is valid and the evidence is relevant and
sufficient; identify false statements and fallacious reasoning").***

(No WIDA MPIs developed.)

Range of Writing

CC.10.W.10   ***Range of Writing: Write routinely over extended time frames
(time for research, reflection, and revision) and shorter time
frames (a single sitting or a day or two) for a range of tasks,
purposes, and audiences.***

(No WIDA MPIs developed.)